

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT**

# Standards for Instructional Data Teams

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## *Standards for Instructional Data Teams (IDT)*

### Introduction:

The purpose of the Instructional Data Team is to collect and analyze data relative to instructional and student learning at the instructional level (grade level at the elementary level and teachers of common courses at the secondary level). The Instructional Data Team makes decisions based on analysis of data and identification of instructional/learning issues to implement strategies that have a high likelihood of achieving desired outcomes.

The Instructional Data Team is part of a system of the three tiered accountability system consisting of collaborative teams at the district, school and instructional levels. Together, this network of teams enables the professionals at all three levels to: focus their efforts on common student outcomes; develop strategies appropriate to their level; and align their strategies to ensure a coherent and focused approach to improving student achievement. Successful strategies are linked with standards and learning activities for replication.

A high functioning Instructional Data Team produces many benefits. Some of these benefits include:

- instructional efficacy, focused on student outcome indicators, is the focus of the team's work;
- identification of research/evidence based strategies to focus upon in terms of student outcomes, and adult actions;
- coordination of the work of the team around instructional and learning issues;
- creation of a common focus for the team; and
- assurance that collaborative lesson planning occurs as an extension of the data team process.

The Instructional Data Team accomplishes the above through a collaborative team process that moves through a continuous improvement cycle. This cycle includes the following steps:

- collect and chart data
- analyze data and student work
- establish a SMART goal to address the issue identified
- set or revise instructional and/or behavioral strategies (adult behaviors)
- determine results indicators for implementation and effectiveness
- set team time focus
- establish timelines for implementation and future review
- teacher reflection

The following set of standards for Instructional Data Teams were created after watching teams operate in a number of districts over a period of three years. By operating at these Standards, an Instructional Data Team optimizes its effectiveness in achieving the student outcomes it desires.

Standards for Instructional Data Teams			
Based upon extensive work in a number of districts during the past three years, a clear picture of the most effective Instructional Data Teams has emerged. This document describes in detail the characteristics of the most effective Instructional Data Teams in three domains –the Membership of the Team, the Structure of the Team, and the Process that the team utilizes. For each domain, the rating will be exemplary or not yet exemplary. The only rating described for an Instructional Data Team is exemplary. The goal is for all teams to be rated exemplary. To be rated exemplary, all indicators within a domain must meet the standard. Each rating for each standard within a domain must be accompanied by evidence to support the rating.			
Domain	Standards	Standard Met/Not Met	Evidence
<b>Membership</b>  <u>Domain Rating</u> <ul style="list-style-type: none"> <li>Exemplary</li> <li>Not Yet Exemplary</li> </ul>	<u>Elementary Level:</u> <ol style="list-style-type: none"> <li>Organized by grade level (all grade level teachers)</li> <li>Appropriate support staff (e.g., reading consultant, social worker)</li> </ol> <u>Secondary Level:</u> <ol style="list-style-type: none"> <li>Organized by those teaching common courses</li> <li>Appropriate support staff</li> <li>Each IDT selects a representative to the School Data Team (SDT)</li> </ol>		
<b>Process</b>  <u>Domain Rating</u> <ul style="list-style-type: none"> <li>Exemplary</li> </ul>	<u>Meetings:</u> <ol style="list-style-type: none"> <li>Meeting time should be, at minimum, 1 hour per week</li> <li>Minutes are kept and distributed to all members and building administration within 24 hours</li> </ol>		

<ul style="list-style-type: none"> <li>○ <i>Not Yet Exemplary</i></li> </ul>	<p>3. Minutes are summaries-not verbatim transcripts</p> <p><b><u>Focus of meetings:</u></b></p> <ol style="list-style-type: none"> <li>1. Student data used to identify priority areas requiring attention (issue may be dictated by SDT)</li> <li>2. Issue should be clearly described and limited in scope</li> <li>3. From the identified student issue, a SMART goal is developed</li> <li>4. Create a Common Formative Assessment (CFA) that will allow the team to identify progress</li> <li>5. Administer CFA to get baseline</li> <li>6. Design instructional strategies to achieve the SMART goal (team may require assistance from specialists)</li> <li>7. Implement strategy for specific period of time</li> <li>8. Team members consult formally and informally about the strategy and implementation</li> <li>9. Readminister the CFA to measure the effect of the strategy on the students(s)</li> <li>10. Team, at regularly prescribed intervals (e.g., every 2 weeks), evaluates the effectiveness of the selected strategy on the results of the CFA</li> <li>11. If the CFA data indicates minimal progress toward the SMART goal, the team analyzes and revises the strategy or selects a different strategy</li> <li>12. If the team determines the strategy</li> </ol>		
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	<p>is successful, go on to another instructional issue or area needing improvement</p> <p><b>13. The team periodically returns to previous issue to be sure learning has been sustained</b></p> <p><b>The Instructional Data Team makes periodic reports to the School Data Team relative to progress, process and issues; takes unresolved instructional issues to the School Data Team for advice and direction or possible referral to another level.</b></p>		